

Southeast Middle

731 Horrell Hill Rd.
Hopkins, South Carolina 29061

Grades 6-8 Middle School

Enrollment 759 Students

Principal Jeannetta W. Scott 803-695-5700

Superintendent Dr. Allen J. Coles 803-231-7500

Board Chair Lane Quinn 803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	33	9

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Below Average	No
2004	Below Average	Below Average	No
2005	Below Average	Below Average	No
2006	Below Average	Unsatisfactory	No

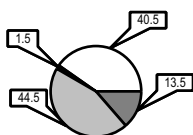
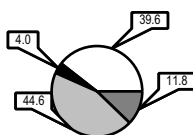
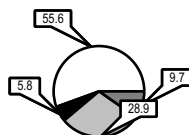
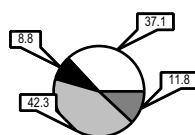
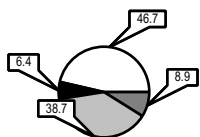
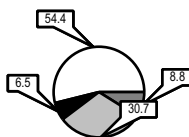
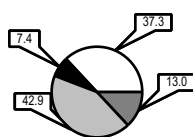
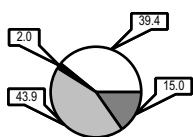
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	95.2	92.1
English 1	N/A	89.3
Biology 1/Applied Biology 2	N/A	52.5
Physical Science	N/A	24.4
All Subjects	95.2	89.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	737	95.7	39.8	45.2	13.2	1.8	21.9	No	Yes
Gender									
Male	375	94.1	48.0	43.2	7.6	1.2	14.0	N/A	N/A
Female	362	97.2	31.5	47.2	18.8	2.5	29.9	N/A	N/A
Racial/Ethnic Group									
White	111	95.5	24.5	53.1	18.4	4.1	29.6	Yes	Yes
African American	597	96.0	43.2	43.7	11.8	1.3	19.9	No	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	88.9	26.7	46.7	26.7	0.0	33.3	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	630	99.5	36.1	47.5	14.6	1.7	23.9	N/A	N/A
Disabled	107	72.9	69.4	26.4	1.4	2.8	5.6	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	737	95.7	39.8	45.2	13.2	1.8	21.9	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	733	95.6	39.9	45.0	13.3	1.8	22.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	530	94.9	44.5	45.0	9.4	1.1	17.1	No	Yes
Full-pay meals	207	97.6	28.0	45.7	22.6	3.8	33.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	738	96.3	38.5	44.9	12.0	4.6	26.3	Yes	Yes
Gender									
Male	376	94.9	43.2	42.6	9.0	5.1	22.8	N/A	N/A
Female	362	97.8	33.7	47.2	15.0	4.0	29.8	N/A	N/A
Racial/Ethnic Group									
White	111	96.4	23.2	51.5	15.2	10.1	39.4	Yes	Yes
African American	598	96.7	42.0	43.3	11.2	3.5	23.4	No	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	88.9	33.3	46.7	20.0	0.0	33.3	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	630	99.7	33.8	48.5	13.1	4.6	28.4	N/A	N/A
Disabled	108	76.9	74.0	18.2	3.9	3.9	10.4	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	738	96.3	38.5	44.9	12.0	4.6	26.3	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	734	96.3	38.6	45.0	11.8	4.6	26.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	531	95.5	41.8	45.4	10.6	2.1	22.1	No	Yes
Full-pay meals	207	98.6	30.3	43.6	15.4	10.6	36.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	736	97.1	55.1	28.8	9.7	6.4	16.1
Gender							
Male	374	95.7	58.4	26.0	6.6	9.0	15.6
Female	362	98.6	51.7	31.7	13.0	3.6	16.6
Racial/Ethnic Group							
White	111	96.4	32.4	31.4	19.6	16.7	36.3
African American	596	97.7	59.5	28.5	8.0	4.0	12.0
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	88.9	56.3	31.3	6.3	6.3	12.5
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	630	99.5	51.6	30.8	11.0	6.5	17.6
Disabled	106	83.0	76.0	16.7	2.1	5.2	7.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	736	97.1	55.1	28.8	9.7	6.4	16.1
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	732	97.1	55.3	28.5	9.8	6.4	16.2
Socio-Economic Status							
Subsidized meals	529	96.6	61.0	26.5	7.6	4.9	12.5
Full-pay meals	207	98.6	40.0	34.7	15.3	10.0	25.3

Social Studies							
All Students	736	96.9	36.5	42.2	11.8	9.5	21.3
Gender							
Male	374	95.5	37.3	41.0	11.0	10.7	21.7
Female	362	98.3	35.8	43.3	12.7	8.2	20.9
Racial/Ethnic Group							
White	111	95.5	25.7	34.7	20.8	18.8	39.6
African American	596	97.5	38.8	43.7	9.8	7.6	17.4
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	88.9	31.3	50.0	12.5	6.3	18.8
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	630	99.4	31.6	45.7	12.8	10.0	22.8
Disabled	106	82.1	66.7	20.8	6.3	6.3	12.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	736	96.9	36.5	42.2	11.8	9.5	21.3
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	732	96.9	36.5	42.3	11.8	9.5	21.3
Socio-Economic Status							
Subsidized meals	529	96.4	40.3	40.5	10.9	8.2	19.1
Full-pay meals	207	98.1	26.8	46.3	14.2	12.6	26.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	290	99.7	45.9	39.2	13.3	1.6	14.9
	7	230	99.6	40.2	46.1	13.7	0.0	13.7
	8	267	99.6	33.6	43.8	20.0	2.6	22.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	240	95.0	42.7	38.0	16.0	3.3	19.2
	7	274	97.1	41.9	46.7	11.0	0.4	11.4
	8	223	94.6	34.0	51.0	12.9	2.1	14.9
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	290	100.0	34.5	43.9	17.6	3.9	21.6
	7	230	99.6	38.2	42.6	13.2	5.9	19.1
	8	267	100.0	50.0	36.9	10.2	3.0	13.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	240	97.1	34.9	46.8	13.8	4.6	18.3
	7	275	97.1	34.4	47.8	13.0	4.9	17.8
	8	223	94.6	47.9	39.2	8.8	4.1	12.9
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	290	100.0	51.8	30.2	10.6	7.5	18.0
	7	230	99.6	45.6	39.2	10.3	4.9	15.2
	8	267	100.0	55.5	30.1	9.3	5.1	14.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	240	97.9	64.9	24.8	5.4	5.0	10.4
	7	273	97.8	48.2	29.2	15.0	7.5	22.5
	8	223	95.5	53.0	32.7	7.9	6.4	14.4
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	290	100.0	33.3	35.7	18.0	12.9	31.0
	7	230	99.6	43.1	45.1	7.8	3.9	11.8
	8	267	99.6	56.6	37.9	4.3	1.3	5.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	240	97.9	27.0	38.7	16.2	18.0	34.2
	7	273	97.4	49.8	36.4	7.5	6.3	13.8
	8	223	95.1	30.3	53.2	12.4	4.0	16.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 759)				
Students enrolled in high school credit courses (grades 7 & 8)	44.3%	Down from 100.0%	12.9%	16.7%
Retention rate	3.2%	Down from 4.0%	3.1%	2.5%
Attendance rate	96.2%	Up from 95.7%	95.7%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%	Down from 6.9%	3.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%	Down from 6.2%	3.2%	1.0%
Eligible for gifted and talented	19.6%	Down from 19.7%	12.3%	15.6%
On academic plans	60.3%	N/AV	48.1%	39.9%
On academic probation	43.1%	N/AV	0.4%	0.7%
With disabilities other than speech	13.8%	Up from 11.8%	13.8%	12.4%
Older than usual for grade	5.8%	Up from 5.1%	7.0%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 0.8%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 62)				
Teachers with advanced degrees	54.8%	Up from 50.0%	50.4%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	8.3%	N/A	13.2%	9.1%
Teachers with emergency or provisional certificates	21.4%	Up from 17.0%	9.3%	5.6%
Teachers returning from previous year	86.4%	Down from 87.1%	82.0%	84.6%
Teacher attendance rate	93.5%	Down from 93.9%	94.9%	94.8%
Average teacher salary	\$41,622	Up 1.6%	\$41,468	\$42,267
Prof. development days/teacher	7.6 days	Up from 6.7 days	10.9 days	11.9 days
School				
Principal's years at school	7.0	Up from 6.0	3.3	3.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 20.7 to 1	20.2 to 1	21.1 to 1
Prime instructional time	88.0%	Down from 88.4%	89.1%	89.0%
Dollars spent per pupil*	\$7,777	Down 0.4%	\$6,589	\$6,243
Percent of expenditures for teacher salaries*	54.3%	Down from 57.6%	59.2%	59.8%
Percent of expenditures for instruction*	62.0%		65.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	95.2%	Up from 92.1%	98.3%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Southeast Middle School serves approximately 750 students in the Lower Richland community. We have instituted Making Middle Grades Work, a major initiative that is focused on school improvement by means of setting high expectations and establishing a system of extra help and time; utilizing classroom practices that engage students in their learning; and allowing time for teachers to work together. Another major initiative is Positive Behavioral Intervention Supports, a school-wide behavioral system that uses a data driven approach to improve student behavior while acknowledging students for behaving appropriately and following school rules.

We utilize Principles of Learning to help students master the S.C. Curriculum Standards. Another practice is Project CRISS, CReating Independence through Student-owned Strategies, which is designed to help students become better learners, thinkers, and writers. This practice was instrumental in our being recognized as an Exemplary Writing School for the second time. We are also a Flagship School of Promise.

We have instituted SC GEAR UP, a program that will track current 7th graders through grade twelve with the expectations that intensive interventions will result in more students attending institutions of higher learning.

We boast four National Board Certified Teachers, thirty-five SC Junior Scholars, twenty-two Middle School Scholars, three Duke TIP scholars, and an enrollee in the SC Governor's School for the Arts and Humanities.

We continue to form community partnerships to help students build a connection between current learning and future opportunities.

We recognize that critical to increasing student achievement is parental involvement and we will continue to make concerted efforts to engage parents in the educational process.

Jeannetta W. Scott, Principal
Reginald Gaymon, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	64	199	75
Percent satisfied with learning environment	88.9%	71.6%	80.6%
Percent satisfied with social and physical environment	89.1%	75.9%	82.4%
Percent satisfied with school-home relations	50.0%	80.4%	76.4%

*Only students at the highest middle school grade level at this school and their parents were included.